DOCUMENT RESUME

ED 456 940 PS 029 798

AUTHOR Stevens, Mitchell L.
TITLE Kingdom of Children: Culture and Controversy in the Homeschooling Movement. Princeton Studies in Cultural Sociology.
ISBN ISBN-0-691-05818-0
PUB DATE 2001-00-00
NOTE 238p.
AVAILABLE FROM Princeton University Press, 41 William Street, Princeton, NJ 08540 ($24.95). Tel: 609-258-5714; Fax: 609-258-1335; Web site: http://www.pupress.princeton.edu.
PUB TYPE Books (010) -- Information Analyses (070)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Children; *Cultural Influences; Curriculum; Educational Change; Educational Innovation; Elementary Secondary Education; Ethnography; *Home Schooling; Interviews; Leaders; Mothers; *Nontraditional Education; Organizational Change; Organizational Development; Organizations (Groups); Parent Attitudes; *Parents; *Parents as Teachers; Politics; Sociology; Values
IDENTIFIERS *Social Movements

ABSTRACT

As common as the accomplishments of students who have been home schooled is public speculation about the quality and value of at-home education. This sociological study, focusing on home schooling as a social movement, provides an account of a novel education movement and provides analysis of the relationship between cultural context and a social movement's form and message. Based on ethnographic research conducted throughout the 1990s relying heavily on in-depth interviews with home-schooling parents from a variety of backgrounds in the Chicago area and an examination of 10 national home-schooling organizations, the book describes how the home-schooling movement is essentially two movements, reflecting both the liberal alternative school movement of the 1960s and 1970s and the Christian day school movement of the same era. Chapter 1 of the book introduces the home-school world and describes the nature and limitation of the inquiry. Chapter 2 examines home-schooling literature and samples of home-school curricula, providing a sense of home schoolers' varied pedagogical approaches. The chapter also highlights parents' talk about the hows and whys of home schooling and sketches the relationship between home-school pedagogy and home schoolers' broader world views. Chapter 3 assesses the scope of the work home schooling requires and the different ways in which mothers make sense of that work. Chapter 4 describes how home schoolers have worked to assemble themselves into a national constituency and examines the subtle ways in which different organizational sensibilities have had lasting consequences for the shape of the movement. Chapter 5 addresses how home schoolers go about their politics, recounting a watershed event on Capitol Hill that betrayed and solidified home schoolers' organizational divisions, and offers an explanation for why individual leaders have had such success in their endeavors. Chapter 6 considers what home schoolers teach about the nature of American childhood. Notes for each chapter conclude the book. (KB)

Reproductions supplied by EDRS are the best that can be made from the original document.

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS